

# DOCUMENT RESUME

ED 045 872

AC 008 568

TITLE Second Annual Report of the National Advisory Committee on Adult Basic Education.

INSTITUTION President's National Advisory Committee on Adult Basic Education, Washington, D.C.

PUB DATE 28 Aug 69

NOTE 43p.

EDRS PRICE FDRS Price MF-\$0.65 HC-\$3.20

DESCRIPTORS \*Adult Basic Education, Advisory Committees, Enrollment, Expenditures, Federal Aid, \*Federal Programs, \*Federal State Relationship, \*State Programs, Statistical Data, Teacher Education

## ABSTRACT

This report of the President's National Advisory Committee on Adult Basic Education describes the current Federal Adult Basic Education program, and summarizes a study of selected Federal programs with adult basic education components. The report also contains eight recommendations which the committee believes are essential to the further development of more than twenty million adults across the United States. Among the latter are that: (1) Federal responsibility for education of adults be centered in the Office of Education; (2) present regulations governing state program operations be amended to provide for an annual work plan setting forth the population to be served, the procedures for developing state teacher-training capability, priorities for experimental and demonstration projects, and the relationship of the work plan to the total educational program of the state; and (3) that \$300 million per year for the fiscal years 1971-75 be appropriated for adult basic education. Appendices include distribution of enrollment in national teacher-training programs, description of special experimental demonstration projects, and the Federal programs surveyed with adult basic education components. (DM)

ED045872

U. S. DEPARTMENT OF HEALTH, EDUCATION  
& WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRODUCED  
EXACTLY AS RECEIVED FROM THE PERSON OR  
ORGANIZATION ORIGINATING IT. POINTS OF  
VIEW OR OPINIONS STATED DO NOT NECES-  
SARILY REPRESENT OFFICIAL OFFICE OF EDU-  
CATION POSITION OR POLICY.

*Adapt*

*Source*

*Education*

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE

OFFICE OF EDUCATION

1968

EDUCATION

1968

AC 008 568

ED045872

SECOND ANNUAL REPORT  
OF THE  
NATIONAL ADVISORY COMMITTEE  
ON ADULT BASIC EDUCATION



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D.C. 20202

August 28, 1969

Dear Mr. President:

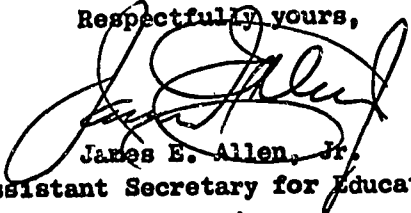
As Chairman of the National Advisory Committee on Adult Basic Education, I am privileged to submit the Second Annual Report of the Committee.

The Committee was created by the Adult Education Act of 1966 to review the administration and effectiveness of the Adult Basic Education Program and other federally supported adult education programs as they relate to adult basic education.

The report contains eight recommendations which the Committee believes are addressed to significant issues for the education of adults.

The Committee members are prepared to discuss their findings and recommendations with anyone you may designate.

Respectfully yours,

  
James E. Allen, Jr.  
Assistant Secretary for Education  
and  
U.S. Commissioner of Education

The President  
The White House  
Washington, D.C.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D.C. 20202

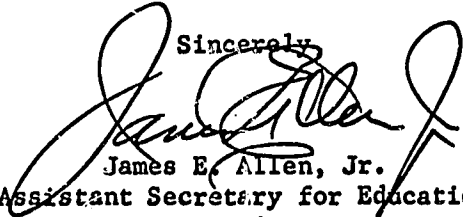
August 28, 1969

Dear Mr. Secretary:

As Chairman of the President's National Advisory Committee on Adult Basic Education, authorized by Public Law 89-750, I am privileged to submit its second annual report.

The report describes the current Adult Basic Education Program and summarizes a study of selected Federal programs with adult basic education components. The report also contains eight recommendations which the Committee believes are essential to the further development of more than twenty million adults across the Nation.

Sincerely,

  
James E. Allen, Jr.  
Assistant Secretary for Education  
and  
U.S. Commissioner of Education

Honorable Robert Finch  
Secretary of Health,  
Education, and Welfare  
Washington, D.C.

**THE PRESIDENT'S NATIONAL ADVISORY COMMITTEE  
ON ADULT BASIC EDUCATION**

**James E. Allen, Jr., Assistant Secretary for Education  
and U.S. Commissioner of Education  
Chairman**

**Mr. Arthur P. Crabtree  
Consultant, Adult Education  
Trenton, New Jersey**

**Mr. Morris Hursh  
Commissioner of Public Welfare  
Minnesota Department of Public  
Welfare  
St. Paul, Minnesota**

**Mr. Walter G. Davis  
Education Director  
American Federation of Labor and  
Congress of Industrial Organizations  
Washington, D. C.**

**Mr. Jesse Kellam  
Board of Regents  
Texas State Colleges  
Austin, Texas**

**Dr. Cleveland L. Dennard  
President  
Washington Technical Institute  
Washington, D. C.**

**Dr. Elizabeth Roby Leighton  
Consultant, Adult Education  
Phoenix, Arizona**

**Mr. Alex P. Mercure  
Director  
Home Education Livelihood  
Program  
Albuquerque, New Mexico**

---

This report complies with Section 310(d) of the Adult Education Act of 1966 (Public Law 89-750), which states that the National Advisory Committee on Adult Basic Education "... shall review the administration and effectiveness of the adult basic education program and other federally supported adult education programs as they relate to adult basic education, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title or other Federal laws relating to adult education activities and services)..."

## C O N T E N T S

	<u>Page</u>
INTRODUCTION	1
PART I - RECOMMENDATIONS OF THE COMMITTEE	3
PART II - REVIEW OF THE ADULT BASIC EDUCATION PROGRAM	8
State Programs	9
Teacher-Training	12
Special Projects	14
PART III - REVIEW OF ADULT BASIC EDUCATION IN OTHER FEDERAL AGENCIES	16
CONCLUSION	20
APPENDIXES	
Appendix A - Statistical Tables	22
Appendix B - Distribution of Enrollment in National Teacher-Training Program by Type of Institution	27
Appendix C - Description of Special Experimental Demonstration Projects	28
Appendix D - Federal Programs Surveyed with ABE Components	35



## INTRODUCTION

At a time when philosophies of education are being debated and many educational and training programs are striving for attention and support, the National Advisory Committee on Adult Basic Education feels that it is useful to review the role of Adult Basic Education in our society.

The Congress established a program to help undereducated adults through the Economic Opportunity Act of 1964 and the Adult Education Act of 1966 (P.L. 89-750, Title III, ESEA Amendments of 1966). The purpose of this legislation has been defined by Congress as the encouragement and expansion of "basic educational programs for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens."

Since 1965, the Adult Basic Education Program has provided an opportunity for schooling up to the 8th grade level for persons 18 years of age and older. This age limit was reduced to 16 years after June 30, 1969.

Our evaluation of current needs and attainable goals leads us to conclude that teaching the adult to read, write, speak well, and compute leads to:

- ° Getting a job or moving to a better job;
- ° Enhancing self-esteem;
- ° Increasing civic responsibility and participation in community, State and national affairs;
- ° Active self-development through continuing education and further sharpening of job skills.

The attainment of functional literacy is necessary to the attainment of personal and national goals. Therefore, the Adult Basic Education Program plays a vital role in making our democratic society viable and rewarding to all of its members.

In a sense, Adult Basic Education is a bootstrap operation which can affect generations: the ugly fact is that most illiterate parents tend to rear illiterate or functionally illiterate children; but the more education an adult has, the more likely he is to encourage and inspire his children to profit from education. Our experience in America clearly indicates that a step ahead for parents is likely to mean four or five steps ahead for the children--a great and rewarding increase in upward mobility.

As we examine the enormity of the illiteracy problem and the slow progress made across the land, it is easy to become overwhelmed, to see existing programs as small brooms seeking to sweep back a surging tide.

However, thousands of unschooled and undereducated adults have completed basic education courses without a promise of "instant happiness" or "instant utopia." Instead, they discovered that the program opens the doorway to self-development and to achievements which so many fellow Americans take for granted. In 1968\*, for example:

- ° 62,000 adults learned to read and write for the first time;
- ° 28,000 registered and voted for the first time;
- ° 3,500 used their public libraries;
- ° 87,000 found jobs, received raises, or were promoted;
- ° 48,000 entered job-training programs;
- ° 25,000 opened bank accounts for the first time;
- ° 27,000 became subscribers to newspapers or magazines;
- ° 8,000 left the welfare rolls and became self-supporting;
- ° 5,000 helped their children with school assignments.

These results show that the program of Adult Basic Education has become one of the Nation's positive investments in human resources and quite a bargain compared to costlier negative investments in public welfare and in the rehabilitation of wasted lives. In addition to being a sound investment in people, Adult Basic Education is an economic investment because it lowers unemployment, decreases welfare rolls, and increases national production and the tax base. Moreover, money previously used to support the needy can be invested in teaching adults the skills required for the occupations of today and the future.

\*Estimates based on 1968 Annual Report of Adult Basic Education Programs provided by the State Departments of Education.

**PART I**

**RECOMMENDATIONS OF THE COMMITTEE**

The recommendations which follow focus on the resources and arrangements in Adult Basic Education that are essential for the further development of over 20 million adult Americans.

1. THIS COMMITTEE RECOMMENDS THAT THE FEDERAL RESPONSIBILITY FOR EDUCATION IN GENERAL AND THE EDUCATION OF ADULTS IN PARTICULAR BE CENTERED IN THE OFFICE OF EDUCATION

The fragmentation of Federal educational efforts has been well documented. The need ". . . to reduce the multiplicity of points of contact which educational agencies and institutions must maintain with the Federal system" was emphasized by the Special Subcommittee on Education in its report to the 89th Congress.

More recently, a study by the Educational Systems Corporation (see Part III of this report) points out that, "There are today a multiplicity of programs with basic education components. There is however very little unity and many of these programs are working at cross purposes resulting in scattered and isolated approaches to the problem."

2. THIS COMMITTEE RECOMMENDS THAT PRESENT REGULATIONS GOVERNING STATE PROGRAM OPERATIONS BE AMENDED TO PROVIDE FOR AN ANNUAL WORK PLAN SETTING FORTH: (1) THE POPULATIONS TO BE SERVED, THEIR GEOGRAPHIC LOCATION AND ECONOMIC CHARACTERISTICS, (2) PROCEDURES FOR DEVELOPING STATE TEACHER-TRAINING CAPABILITY, (3) PRIORITIES FOR EXPERIMENTAL AND DEMONSTRATION ACTIVITIES WITHIN THE STATE, AND (4) HOW THE WORK PLAN SET FORTH IN ITEMS 1, 2 AND 3 RELATES TO THE TOTAL EDUCATIONAL PROGRAM OF THE STATE.

The committee suggests that States begin to assume greater responsibility for meeting the continuing education needs of teachers in Adult Basic Education and that relationships between State educational programs and colleges and universities be strengthened. The development of annual work plans will assure maximum cooperation with other Federal programs related to the educationally disadvantaged and will avoid overlaps and duplication.

3. THIS COMMITTEE RECOMMENDS THAT THE LEGISLATION (P.L. 89-750) BE AMENDED TO AUTHORIZE AN APPROPRIATION OF \$300 MILLION PER YEAR FOR THE FISCAL YEARS 1971 THROUGH 1975 AND THAT FUNDS BE APPROPRIATED TO THE FULL AMOUNT OF THE AUTHORIZATION.

The Adult Basic Education Program will function more effectively only when sufficient funds are available to enable the States to mount full-time programs and improve learning centers that permit highly motivated adults to more rapidly achieve literacy. The present piecemeal or part-time approach is not fair either to the participant or to the instructor. The \$300 million appropriation represents the minimum requirement to meet demonstrated needs.

4. THIS COMMITTEE RECOMMENDS THAT APPROPRIATIONS FOR THE ADULT BASIC EDUCATION PROGRAM BE INCLUDED IN THE APPROPRIATIONS ACT FOR THE FISCAL YEAR PRECEDING THAT FOR WHICH SUCH FUNDS ARE AVAILABLE FOR OBLIGATION.

The committee urges the President and Congress to make earlier commitments for the support of educational programs.

State and local school systems require continuing and well-timed funding for effective operations. Efficient resource allocation and development are not possible in the annual cycle of uncertain Federal support.

5. THIS COMMITTEE RECOMMENDS THAT WITH AN INCREASED APPROPRIATION, THE OFFICE OF EDUCATION REQUIRE THOSE STATES WHERE THE MAJORITY OF THE EDUCATIONALLY DISADVANTAGED RESIDE IN URBAN AREAS TO DIRECT A LARGER SHARE OF PROGRAM FUNDS AND EFFORTS TO THE NEEDS MANIFESTED BY THE URBAN CRISIS.

The committee wishes to emphasize that expanded programs of basic education are essential to reach young persons between the ages of 16 and 25. The State education agencies could develop new cooperative programs with both local school systems and private, nonprofit organizations for the unemployed and the underemployed in our metropolitan areas.

6. THIS COMMITTEE RECOMMENDS THAT THE OFFICE OF EDUCATION DEVELOP A FIVE-YEAR NATIONAL PLAN FOR ADULT BASIC EDUCATION TO SERVE AS A GUIDE FOR COORDINATING OR CONSOLIDATING FEDERAL PROGRAMS IN THIS AREA AND THAT \$200,000 OF THE INCREASED APPROPRIATION BE EARMARKED FOR THIS PURPOSE.

The committee here repeats an earlier recommendation since the need for administrative and legislative changes is more evident. We believe that planning and action are necessary to attain maximum benefits for individuals and the Nation. A national policy to guide agencies at all levels is urgently needed to serve the educationally disadvantaged in our society. There are now 33 Federal adult programs with basic education components. An independent survey states that, "There are enough programs in existence now to include every possible category of adult in need of basic education" (for further details see Part III of this report).

7. THIS COMMITTEE RECOMMENDS THAT THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE TAKE IMMEDIATE STEPS TO ENABLE THE COMMITTEE TO CARRY OUT ITS ASSIGNED RESPONSIBILITY. FROM THE INCREASED APPROPRIATION, AN ANNUAL BUDGET OF \$150,000 SHOULD BE EARMARKED FOR THE SUPPORT OF THE COMMITTEE.

The committee believes that the study of national policy and plans, the review of functioning programs and legislative recommendations require an immediate, concentrated effort. Staff resources, data collection services, and publications are necessary to assist the committee in the review of "... federally supported adult education programs as they relate to adult basic education. . . ."

8. THIS COMMITTEE RECOMMENDS THAT THE ADULT EDUCATION ACT (P.L. 89-750) BE AMENDED TO PROVIDE FOR THE EXTENSION OF "BASIC EDUCATION" THROUGH THE TWELFTH GRADE AND THAT SEPARATE APPROPRIATIONS BE MADE TO SUPPORT ADULT EDUCATION BEYOND THE EIGHTH-GRADE LEVEL.

The committee believes that the yardstick of elementary school grades is an inappropriate measure for the continuing education of adults. Our rapidly changing society and the responsibilities of adulthood require knowledge and skills beyond the eighth-grade level as a basis for useful and productive lives.

In summary, the committee believes that the major problem of providing basic education for adults stems from a day-to-day, month-to-month, year-to-year operation. The foregoing recommendations, we believe, provide the components for developing a long-range program for national, State and local efforts to meet the challenges of our time.

**PART II**

**REVIEW OF THE ADULT BASIC EDUCATION PROGRAM**



## STATE PROGRAMS

The 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam and the Trust Territories participated in the Adult Basic Education Program during fiscal year 1968. American Samoa was not involved in the program.

Nearly 456,000 adults were enrolled in the program during fiscal year 1968, an increase of 66,800 (17 percent) over 1967. About half of the total number were new enrollees, as the States report expanded use of public school and community facilities and strengthened recruitment and services.

During the year, 54,177 men and women successfully completed the program at the advanced level (grades seven and eight). These completions represented approximately 12 percent of the total enrollment. The States reported that 51,457 persons completed the intermediate level (sixth grade) and another 47,759 were successful at the beginning level (grade three). (See Appendix A, Tables I and II.)

Through 1968 more than 1,264,000 people had enrolled in ABE programs; and estimates show that about 532,000 additional adults will enroll during fiscal year 1969, increasing the total to more than 1,796,000.

State and local education agencies received \$30.6 million in Federal funds and provided matching funds of \$9.5 million. This is an indication of the need for the program, and of increased State efforts as 60 percent of the States provided more than the Federal requirement of 10 percent in matching funds (see Appendix A, Table III). Despite the overmatch by many States, others reported difficulty in raising State and local funds.

This difficulty is encountered in States with the greatest need for the program. The most frequent problem reported in the ongoing State programs is inadequate funds to meet the identified need. The second problem identified by the State agencies is the uncertainty and delay in Federal appropriations. Planning and resource allocation are made extremely difficult when appropriations are made some months after the beginning of the fiscal year. The effectiveness and efficiency of the State programs are seriously impaired by the present system of Federal fund distribution. Most States report mutual assistance relations with other public and private organizations, although it is evident that more lateral cooperation and communication are needed.

Fifty-one percent of the adults enrolled in 1968 were between 24 and 44 years old. Persons aged 18-24 accounted for 21 percent and the group 45 and over totaled 29 percent. Although there are wide variations among the States in the populations served, the committee feels that the program is making the greatest investment in those areas where the expected returns are greatest.

The States reported 50 percent of the students as white, 43 percent as Negro, and 7 percent as "other nonwhites." Some States are unable to report enrollments on the basis of race and there is some indication that the "nonwhite" population served is larger than present data indicate.

Some States reported difficulty in enrolling "hard-core" students while other States had a backlog of interested and concerned individuals. The committee believes that additional information is needed concerning this disparity between the States.

The States reported that nearly 30,000 adults were prepared by the program to accept jobs and that an additional 8,000 persons went directly into a job-training program. Changes in type of job or in work location curtailed participation for approximately 9,000 individuals. The committee suggests that increased availability and wider distribution of local programs would enable larger numbers of individuals to receive instruction at times and places that match their work schedules.

To illustrate the composite of State programs that make up the national effort, we chose New Hampshire which is most often used as "a microcosm of our national future." These are some of the ways ABE has strengthened the fabric of the society of that State, as revealed in a follow-up survey:

- ° 181 adults registered and 95 voted for the first time.
- ° 268 corresponded with relatives and friends for the first time.
- ° 106 became employed or were promoted on the job.
- ° 70 borrowed books from libraries.
- ° 124 shopped for themselves for the first time.
- ° 204 subscribed for the first time to newspapers or magazines.
- ° 134 learned to read for the first time.
- ° 416 reported increased enjoyment of entertainment and understanding of communication media.

- ° 372 recruited other adults into ABE programs.
- ° 155 operated on a family budget for the first time.
- ° 61 opened their first savings and/or checking accounts.
- ° 102 helped their children with school lessons for the first time.
- ° 73 received citizenship papers.

The following table shows relationship of financial support to participation during the past two years.

<u>Fiscal Year</u>	<u>Federal Funds (millions)</u>	<u>Number of Participants</u>
1967	\$ 26.3	388,933
1968	30.6	455,730

In summary, the Adult Basic Education program has directed new attention to a fundamental need of our society. Each State has developed its own plan and procedures for developing programs and making decisions. The State programs vary in the allocation of resources relative to demonstrated need; the degree of coordination with other Federal programs and services provided to the educationally disadvantaged.

The committee believes that national policy and plans are necessary to assist the States in attaining maximum benefits for individuals and the Nation.

## TEACHER TRAINING

During four years of operation with Federal funding, the Adult Basic Education program has trained 4,348 teachers, teacher-trainers, administrators and counselors in a series of national institutes.

When the program began, there was an immediate need for trained personnel to work in newly developing State programs, and the national training program was established to aid in meeting this need.

The training program has grown from 3 institutes with 165 participants (under a Ford Foundation grant) in 1965 to 32 institutes with 2,004 participants in 1968 (see Appendix A, Table IV).

A 1967 survey showed these results: Pre-service and in-service training programs were conducted by 54 percent of the institute participants; 93 percent of the participants reported that their attendance at the institute materially altered their approach to ABE; 85 percent reported they would like to attend a more advanced institute in the future.

This study presented a profile of the "average" program participant as achieving a fairly high level of sophistication with regard to modern educational technology, modifying his attitude toward ABE problems, and maintaining contact with colleague-leaders met at the institute.

Institute attendees suggested that more sessions should be devoted to demonstrations and that additional experience be provided with programmed or computer assisted instruction and in the development of training materials. It was also suggested that human relations should be emphasized and that the institutes should be opened to such ancillary groups as VISTA volunteers, social workers and church leaders. It was also suggested that the training programs be divided into beginning and advanced groups.

In most cases, the 1968 institutes followed the pattern of previous years, offering general, basic training with little emphasis upon levels of training, special population or specific needs. At least two institutes were conducted in each Department of Health, Education, and Welfare region, one for administrators and one for teachers. Support was continued for a University Resource Specialist at one university in each HEW region. (See Appendix B.)

Evaluations of the 1967 and 1968 teacher-training institutes and discussions with State and local leaders suggest changes in emphasis for the program.

The broad, generalized basic training needs for teachers of adults can best be met through State and local programs. With the development of State and local capabilities, both program needs and personnel can best be determined locally. Recruitment and actual training can be most effectively handled within the ongoing State program.

The committee believes that the major objectives for the national training program, as established for fiscal year 1969, reflect current conditions and needs.

These objectives are:

1. To provide opportunities for specialized training to upgrade specific skills; to develop effective techniques for working with special populations (minority groups, bicultural groups, etc.); and developing capability in special program areas.

2. To provide assistance to institutions of higher education in establishing and developing teacher preparation programs in adult education. The long-term objective is to increase the number of colleges and universities with a teacher-training capability in adult education.

In summary, the selection of teacher-training proposals in fiscal year 1969 was made on the basis of program content and potential for the further development of professional training in adult education. A large number of the institutes are multiregional or national in scope, and personnel from all States are eligible to participate based on particular needs and interests. The committee commends the efforts of the Office of Education in the establishment of a participant referral service. The service should provide the flexibility in participant selection necessary for institutes specialized as to curriculum level, curriculum type and target populations.

## **SPECIAL PROJECTS**

The central purpose of Special Experimental Demonstration Projects is to increase the effectiveness of the Adult Basic Education program.

The Office of Education, in planning and selecting proposed projects, seeks to help the infantry of Adult Basic Education--the teacher who is in direct contact with the student--whether this help comes directly to the teacher or through administrators and teacher-trainers.

Special projects involve testing ideas and programs on a pilot basis in such areas as educational technology, instructional materials, experimental curriculum designs and administrative systems.

Although 1968 was only the second year of special projects operations, useful findings have been disseminated to the field through the Educational Research Information Center and in special reports. Many projects were designed to have an immediate impact through demonstrating the effectiveness of a particular approach. However, other projects, such as the development of adult oriented materials at Harvard and experiments in Computer Assisted Instruction at North Carolina State University, will take longer to develop and validate.

In fiscal year 1968, 21 special projects were awarded grants totaling \$6,550,000 in these experimental categories: Urban, Rural Migrant, Special Population and Resource Development. (See Appendix C.)

Eight grants were made to new organizations and 13 projects were continued to validate preliminary findings or to explore additional objectives.

Effort was made in urban projects to support model city proposals by providing remedial education in model city neighborhoods.

Development of instructional materials for the Spanish-speaking population was a major thrust of the Southwestern Cooperative Educational Laboratory.

The committee views the program of experimental and demonstration projects as an investment for the continuing improvement of basic education for adults.

Despite the short experience of the program, evidence is being collected that could materially affect the curriculum, methodology and program administration at local, State, and national levels. But until these innovative projects have been completed and comparative evaluations conducted, it is not possible for the committee to judge the effectiveness of these activities.

**PART III**  
**REVIEW OF ADULT BASIC EDUCATION**  
**IN OTHER FEDERAL AGENCIES**



In its deliberations, this committee has used its own information and observation along with data provided by the Division of Adult Education Programs.

One such source is a report prepared by Educational Systems Corporation (ESC). The committee has chosen to include portions of the preliminary findings of that study which show the need for national leadership and coordination as recommended by the committee in Part I of this report.

Briefly, this interim report makes these points in summation:

Adult Basic Education in the United States has not increased significantly since the Inventory of Federally Supported Adult Education Programs was published in January 1968.

There are today a multiplicity of programs with basic education components. There is, however, very little unity and many of these programs are working at cross purposes resulting in scattered and isolated approaches to the problem.

Philosophies and goals of ABE, where found, were greatly divergent--even the definition of ABE is as varied as the number of programs.

These deficiencies are the result of the lack of communication and cooperation between programs at all levels of administration.

There are, however, new creative and efficient ideas, methods and materials working now. Many isolated projects can be shown to be highly innovative and successful in providing basic education to disadvantaged adults. These methods and experiences require the broadest possible distribution for Adult Basic Education to begin to alleviate the educational deficiencies and inequities that widely exist among adult citizens today.

Time is of essence; many of these programs and projects are still in the formative stages and are actively looking for guidance and direction in this new and, as yet, little understood field of education.

What follows is a highly condensed version of the preliminary findings.

The purpose of this special study was to provide the necessary information with which the Federal government could begin the design and development of an innovative system of interagency cooperation in Adult Basic Education. Sixteen federally supported programs were selected as a representative sample of programs with high priorities that could lend themselves to the design of an interagency cooperative system. (See Appendix D.)

Several of the programs contain the beginnings of interagency cooperation on the Federal level, e.g. Department of Labor and Department of Health, Education, and Welfare jointly operate programs, such as: Work Incentive Program, MDTA Institutional, etc., and programs that, although administered by one Federal agency, bring together and coordinate services provided by other agencies, e.g. Cuban Refugee Program.

For the purpose of the study, Adult Basic Education was defined as: those areas of instruction meant to provide adults with proficiency in the fundamental ability to comprehend, to communicate, and to compute.

The Educational Systems Corporation made the following recommendations in its preliminary report and supported them with operational and administrative details which will be published when the study is completed. These are:

- ° STRENGTHEN PRESENT RESOURCES TO PROVIDE NATIONAL LEADERSHIP IN THE FIELD OF ADULT BASIC EDUCATION.

The development and dissemination of a clear national policy for Adult Basic Education is urgently needed to guide the allocation of Federal resources.

The President's National Advisory Committee in cooperation with the Office of Education, Division of Adult Education, is in the best position to provide direction and leadership.

- ° CREATE COMPLETE, TWO-WAY CHANNELS OF COMMUNICATION BETWEEN PROGRAMS AT ALL LEVELS.

One hinderance to the provision of required services to the disadvantaged is the severe lack of communication between programs at lower levels of administration.

While there are in those programs operated jointly by the Department of Health, Education, and Welfare and the Department of Labor, some formal understanding and clarification of responsibility and even jointly conceived and implemented policies at the Federal level, this cooperation tends to break down at the project level. An example of breakdown at the project level would be the Work Incentive Program (WIN). This program was conceived to coordinate employment services, training, education and social services to public assistance recipients in order to make them productive citizens in as efficient manner as possible.

At the Federal level, these policies and objectives are arrived at cooperatively by the Department of Health, Education, and Welfare and the Department of Labor.

Each of these departments then delegates administrative responsibility to State Welfare Departments and Bureaus of Employment Services, respectively. There is at this level some evidence of interagency cooperation; this, however, is limited to placing a WIN Coordinator at the Bureau of Employment Security to aid in selection and referral of clients and appointing Welfare Department Social Workers to handle WIN clients exclusively.

- ° DEVELOP AND ESTABLISH A NATIONAL RESOURCE IN ABE.

There are programs experimenting with and developing new methods, techniques and curricula. However, these programs operate in isolation and no vehicle exists for distributing the valuable knowledge gained in these programs.

A national and well-staffed center collecting and distributing information, and initiating new research designs, would aid communication between programs and permit the degree of decentralization and autonomy at the project level which has proved to be a significant factor in the development of programs that meet specific and relevant needs of disadvantaged adults.

- ° DEVELOP STANDARD REPORTING PROCEDURES.

One of the major difficulties encountered throughout the duration of this study was the collection of comparable data.

Each program, of course, has a unique reporting system, generated by the uniqueness of the program itself. This has made it extremely difficult to grasp the full scope of Adult Basic Education. The problem is not so much failure to report but the diversity of ways in which program components are accounted for.

The development of a national policy for ABE and of universal definitions and terms would be the major aid toward creating standard reporting procedures.

## CONCLUSION

"We do not know what education could do for us because we have never tried it," the distinguished educator Robert Maynard Hutchins wrote some years ago. He was talking about such things as teaching solely by rote, outmoded curricula, and disinterested pedagogues when he made this bitter commentary upon our society but. . .

The fact is that millions of Americans have never really tried education. Moreover, it is almost impossible for the person who takes for granted whatever level of skills he possesses in communicating, comprehending and computing to imagine the dark and stifling world of the functional illiterate.

If middle class Americans cannot understand the argot or dialect of the ghetto, how much understanding do we think those who use this "other language" have of the language used in the middle stream of America?

Anyone who has traveled in a country whose language he does not speak or into areas where there is no common language can imagine the feeling of frustration and helplessness which illiteracy creates.

Adult Basic Education may have suffered from the snobbish indifference of a few educators who prefer the conversation of their fellow Ph.D's to helping the disadvantaged, but the basic problem is that it seems like such a simple and easy thing to teach the three R's. Even those of us who did not have a smooth passage through elementary and secondary schools and the halls of college ivy are inclined in later years to regard literacy as a primitive skill easily learned.

That is why Basic Adult Education is a sort of sleeper in the growing catalog of aid to the disadvantaged. It is just taken for granted, without thought, that ABE should be an easy project.

This committee suggests that basic education of adults is not that simple. It is a difficult and complicated task to motivate and educate the dropouts and never-ins of our society, and it is not easy to train and motivate ABE teachers so that they become the "good teacher." The "good teacher" cared about us personally, and each planned bit knowledge seemed to be something exciting we had discovered. This is what ABE leaders must do.

The United States has the most elaborate and sophisticated communications complex in the world and yet perhaps nothing plagues us more than the failure to communicate successfully among ourselves and with other nations.

Adult Basic Education is not an instant solution for all of our problems, but we believe that leaders cannot lead very far and followers cannot follow very far unless all of us have the ability to comprehend and communicate.

The circumstances of our environment in the closing years of the twentieth century indicate that what we call Adult Basic Education should not only be universal, but also should be upgraded to go beyond the three R's.

More than four centuries ago, Francis Bacon wrote that "knowledge is power." The phrase has become well-worn, but it has also worn well. Never has it been more true than today, when new information rains upon us like hail and man seeks desperately to turn this raw information into knowledge and wisdom.

Living in an open society in a half-closed world (we know more about space than we do about Red China) can we afford not to give every American the ability to comprehend and communicate?

Can we afford to limit our ABE program as horizons expand at other levels of education?

Shall we leave millions of our fellow citizens doomed to the darkness of illiteracy while the rest of us enjoy the light?

This committee insists that the single answer is "No!"

## **APPENDIX A**

**TABLE I\***  
**DISTRIBUTION OF NUMBER OF STUDENTS**  
**ENROLLED IN ADULT BASIC EDUCATION BY STATE**  
**(FISCAL YEARS 1967 AND 1968)**

	<u>1967</u>	<u>1968</u>
U. S. Totals	388,935	455,730
Alabama	9,647	11,164
Alaska	379	629
Arizona	3,263	3,928
Arkansas	5,503	6,000
California	28,795	34,386
Colorado	2,599	2,868
Connecticut	8,008	8,326
Delaware	611	892
District of Columbia	1,114	1,785
Florida	32,771	24,473
Georgia	12,997	21,964
Hawaii	3,899	5,125
Idaho	335	626
Illinois	17,597	24,070
Indiana	4,833	3,827
Iowa	2,834	3,260
Kansas	1,592	1,322
Kentucky	9,142	8,308
Louisiana	11,436	11,137
Maine	573	1,190
Maryland	3,973	4,232
Massachusetts	6,301	12,867
Michigan	13,898	13,040
Minnesota	1,440	1,911
Mississippi	9,813	9,470
Missouri	4,266	5,159
Montana	72	396
Nebraska	703	967
Nevada	776	1,348
New Hampshire	657	1,004
New Jersey	10,038	9,623
New Mexico	2,974	2,875
New York	11,551	25,666
North Carolina	27,106	43,634
North Dakota	162	321
Ohio	8,526	10,227
Oklahoma	4,961	5,472
Oregon	1,149	1,889
Pennsylvania	9,003	10,853
Rhode Island	1,161	1,315
South Carolina	17,406	13,232
South Dakota	106	672
Tennessee	16,200	15,183
Texas	31,675	44,772
Utah	1,140	1,625
Vermont	1,026	1,317
Virginia	6,674	12,865
Washington	3,316	3,772
West Virginia	16,374	13,422
Wisconsin	1,563	1,774
Wyoming	473	703
American Samoa	-0-	-0-
Guam	572	446
Puerto Rico	15,624	7,970
Virgin Islands	328	338

\*Reflects only those students enrolled in ABE Program under the Adult Education Act of 1966.

TABLE II  
DISTRIBUTION OF NUMBER OF STUDENTS  
BY LEVEL OF COMPLETION AND BY STATE  
(FISCAL YEAR 1968)

	Total	Completed Beginning Level (Grade 1-3)		Completed Intermediate Level (Grade 4-6)		Completed Advanced Level (Grade 7-8)	
		Number	Pct.	Number	Pct.	Number	Pct.
U. S. Totals	153,303	47,759	31	51,457	33	54,177	35
Alabama	4,824	1,230	25	1,880	39	1,714	35
Alaska	82	32	39	23	28	27	32
Arizona	1,290	363	28	412	32	515	39
Arkansas	2,791	579	21	1,050	30	1,162	41
California	9,783	4,523	46	3,802	39	1,458	15
Colorado	1,349	178	13	592	44	579	43
Connecticut	5,226	1,817	35	1,488	29	1,921	38
Delaware	121	18	15	38	31	65	55
District of Columbia	610	174	29	254	42	182	30
Florida	11,775	3,764	32	4,672	40	3,339	29
Georgia	7,259	1,675	23	3,392	46	2,192	30
Hawaii	1,802	739	41	598	33	465	25
Idaho	128	N/A	N/A	---	---	128	100
Illinois	14,489	7,145	49	3,140	22	4,204	30
Indiana	417	N/A	N/A	---	---	417	100
Iowa	2,340	324	14	1,022	43	994	43
Kansas	1,238	280	23	350	28	608	49
Kentucky	1,722	329	19	558	32	835	98
Louisiana	3,151	631	20	1,142	36	1,378	44
Maine	770	96	12	270	35	404	52
Maryland	2,244	1,151	51	492	22	601	27
Massachusetts	5,899	2,531	43	2,350	40	1,018	17
Michigan	5,734	1,775	31	2,451	43	1,508	26
Minnesota	501	47	9	115	23	339	67
Mississippi	2,992	1,623	54	917	31	452	16
Missouri	2,124	358	17	861	40	905	43
Montana	254	31	12	79	31	144	56
Nebraska	350	82	23	145	42	123	35
Nevada	636	182	29	385	60	69	12
New Hampshire	246	156	63	80	33	10	4
New Jersey	4,639	2,211	48	1,452	31	976	21
New Mexico	1,768	338	19	534	30	896	51
New York	816	-0-	-0-	-0-	-0-	816	100
North Carolina	N/A	N/A	N/A	---	---	---	---
North Dakota	115	17	15	40	35	58	51
Ohio	4,219	1,137	27	1,749	41	1,333	32
Oklahoma	798	798	100	N/A	---	N/A	---
Oregon	746	200	27	308	42	238	32
Pennsylvania	5,150	1,177	23	1,888	36	2,085	41
Rhode Island	262	76	29	78	30	108	41
South Carolina	6,366	1,909	30	2,154	34	2,303	36
South Dakota	214	46	21	129	60	39	18
Tennessee	4,812	1,207	25	1,947	40	1,658	34
Texas	7,953	2,250	28	1,017	13	4,686	59
Utah	1,078	131	12	160	15	787	74
Vermont	379	78	21	135	36	166	45
Virginia	3,751	820	22	1,534	41	1,397	37
Washington	2,175	432	20	661	30	1,082	50
West Virginia	8,692	1,324	15	3,017	34	4,351	50
Wisconsin	928	281	30	300	32	437	37
Wyoming	667	113	17	248	38	306	46
American Samoa	---	---	---	---	---	---	---
Trust Territories	---	---	---	---	---	---	---
Guam	215	32	15	99	46	84	39
Puerto Rico	5,179	1,294	25	1,329	26	2,556	49
Virgin Islands	234	55	24	120	51	59	25



TABLE III  
DISTRIBUTION OF EXPENDITURES FOR ADULT BASIC EDUCATION \*\*  
BY SOURCE OF FUNDS AND BY STATE  
(FISCAL YEAR 1968)

	<u>Expenditures by Source</u>			
	<u>State and Local (Thousands of Dollars)</u>			<u>Per Cent</u>
	<u>All</u>	<u>Federal</u>	<u>Amount</u>	
	<u>Sources</u>			<u>Matching</u>
U. S. Totals	38,908	29,337	9,569	24.6
Alabama	978	880	98	10.0
Alaska	133	120	13	10.0
Arizona	321	283	38	11.9
Arkansas	613	538	75	12.3
California	2,812	1,591	1,221	43.4
Colorado	225	197	28	12.4
Connecticut	821	395	426	51.9
Delaware	151	134	17	11.2
District of Columbia	286	196	90	31.4
Florida	1,082	841	241	22.3
Georgia	*1,258	*1,132	*126	*10.0
Hawaii	400	207	193	48.3
Idaho	134	120	14	10.5
Illinois	1,566	1,221	345	22.0
Indiana	599	462	136	22.8
Iowa	383	252	131	34.2
Kansas	236	213	24	10.0
Kentucky	931	768	163	17.5
Louisiana	1,184	1,026	158	13.4
Maine	182	162	21	11.4
Maryland	565	483	82	14.5
Massachusetts	929	634	295	31.7
Michigan	1,305	835	470	36.0
Minnesota	324	285	39	12.2
Mississippi	731	658	73	10.0
Missouri	692	623	69	10.0
Montana	96	86	10	10.1
Nebraska	160	144	16	10.0
Nevada	126	112	13	10.5
New Hampshire	133	119	13	10.0
New Jersey	1,021	868	153	15.0
New Mexico	281	194	87	31.0
New York	4,382	2,446	1,935	44.2
North Carolina	1,404	1,251	153	10.9
North Dakota	165	149	17	10.0
Ohio	1,115	877	238	21.3
Oklahoma	475	413	62	13.1
Oregon	243	202	41	16.8
Pennsylvania	1,452	1,319	133	9.1
Rhode Island	160	144	16	10.0
South Carolina	*1,542	*791	*751	*48.7
South Dakota	149	134	15	10.1
Tennessee	1,037	818	219	21.1
Texas	2,366	2,056	310	13.1
Utah	130	115	15	11.9
Vermont	143	126	17	12.2
Virginia	1,045	940	104	10.0
Washington	301	259	41	13.8
West Virginia	495	428	67	13.7
Wisconsin	459	413	46	10.0
Wyoming	141	119	22	15.9
Trust Territories	1	1	-0-	N/A
American Samoa	N/A	N/A	N/A	N/A
Guam	76	37	39	51.6
Puerto Rico	929	496	434	46.7
Virgin Islands	40	24	16	38.8

\*Estimated

\*\*State Grant Program only.

**TABLE IV**  
**DISTRIBUTION OF ENROLLMENT IN**  
**NATIONAL TEACHER-TRAINING PROGRAM BY STATE OF RESIDENCE**  
**(FISCAL YEAR 1968)**

	<u>Teachers of</u>	<u>Administrators</u>	<u>Leadership</u>
	<u>Teacher-Trainees</u>	<u>Development</u>	
U. S. Totals	1347	545	86
Alabama	29	17	1
Alaska	10	4	1
Arizona	19	9	1
Arkansas	10	12	2
California	14	13	4
Colorado	33	20	3
Connecticut	19	6	2
Delaware	7	2	1
District of Columbia	8	25	---
Florida	11	1	1
Georgia	20	---	---
Hawaii	36	2	1
Idaho	12	2	1
Illinois	18	35	4
Indiana	19	10	1
Iowa	*12	---	1
Kansas	56	---	1
Kentucky	11	11	1
Louisiana	15	15	2
Maine	8	25	2
Maryland	9	8	2
Massachusetts	17	17	2
Michigan	56	19	3
Minnesota	31	---	1
Mississippi	46	13	1
Missouri	41	---	3
Montana	13	10	1
Nebraska	39	---	1
Nevada	4	3	1
New Hampshire	5	4	1
New Jersey	22	13	3
New Mexico	7	8	1
New York	47	20	1
North Carolina	19	10	3
North Dakota	26	---	---
Ohio	9	4	---
Oklahoma	10	11	2
Oregon	33	10	3
Pennsylvania	64	9	2
Rhode Island	9	5	1
South Carolina	14	24	2
South Dakota	30	---	1
Tennessee	24	21	1
Texas	25	23	1
Utah	16	9	2
Vermont	2	5	1
Virginia	73	11	1
Washington	33	12	1
West Virginia	6	9	1
Wisconsin	20	4	3
Wyoming	14	15	2
Trust Territories	1	---	---
Guam	2	---	---
Puerto Rico	11	9	---
Virgin Islands	2	1	---
Unknown	---	8	8

\*Plus 200 part-time

**APPENDIX B**

## APPENDIX B

### DISTRIBUTION OF ENROLLMENT IN NATIONAL TEACHER-TRAINING PROGRAM BY TYPE OF INSTITUTE (Fiscal Year 1968)

<u>Institution</u>	<u>Enrollment</u>
<u>Teachers, Teacher-Trainers</u>	
University of Colorado	91
University of Connecticut	65
Florida State University	72
University of Hawaii	40
University of Iowa	12
Kansas State Teachers College	56
Marywood College	35
University of Minnesota	31
Univ. of Missouri at Kansas City	40
University of Nebraska	38
University of North Dakota	26
North Carolina State University	77
Oregon College of Education	38
Portland State College	73
Richmond Public Schools	60
Rust College	42
South Dakota State University	30
State University of N.Y. at Albany	97
University of Texas	65
Tuskegee Institute	36
Wayne State University	97
University of Missouri at Columbia	26
Total	1,147
(Part-time participants, University of Iowa)	200
	1,347
<u>Administrator</u>	
University of Calif. at L.A.	58
George Washington University	62
University of Maine	84
Montclair State College	44
Northern Illinois University	72
University of Oklahoma	67
University of South Carolina	100
University of Wyoming	58
Total	545
<u>Counselor</u>	
Ball State University	26
<u>Leadership Development</u>	
University of Chicago	86
Total (all categories)	2,004

**APPENDIX C**

**Description of  
SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS**

**Fiscal Year 1968**

## WASHINGTON, D.C. PROJECT "GO"

The District of Columbia Board of Education, Washington, D.C.

1. To provide innovative adult basic education in such areas as communication skills, computational skills, citizenship education, consumer education, health, hygiene, safety, and family life education.
2. To provide instruction that helps enrollees to cope in many words - at home, in the neighborhood, and on the job.
3. To cooperate with agencies in the development of specialty or generic curricula.
4. To cooperate with different agencies in providing counseling, job placement, and job development.
5. To provide overall staff development for ABE teachers and counselors.

## DEMONSTRATION AND EVALUATION OF PROGRAMMED LEARNING IN ABE LEARNING CENTERS

Department of Education, Office of Education, Trenton, New Jersey

1. To reach, involve, and motivate undereducated, non-contributing members of society through innovative ABE.
2. To use innovative methods and materials in connection with existing ABE resources to provide a comprehensive program with MDT Multi-Skill Centers.
3. To develop, demonstrate, and evaluate innovative approaches to ABE through programmed materials, individualized instruction, one-to-one tutorials, and TV tapes.

## THE URBAN ADULT EDUCATION INSTITUTE

The Detroit Public Schools, Detroit, Michigan

To identify ways to broaden and increase educational and employment opportunities for uneducated and undereducated adults through multimedia approaches using the latest in educational technology, including programmed instruction and other forms of self-directed learning experiences.

## OPERATION WORDPOWER

Chicago Committee on Urban Opportunity, Chicago, Illinois

To equip four Urban Progress Centers with the means to give wordpower training to area residents. The proposal is based on two premises:

The education of the functionally illiterate youth and adult must be an educational and social experience which prepares the enrollee to cope with the world of work in an urban environment.

The Urban Progress Center, with its unique meshing of human and environmental development services, is a setting in which this process may occur with the greater effectiveness.

## A MULTI-AGENCY DEVELOPMENTAL ADULT BASIC EDUCATION PROGRAM

The Massachusetts State Department of Education, Boston, Massachusetts

To coordinate with Harvard University, Boston University, the University of Connecticut, and Action for Boston Community Development, Inc., in planning a multi-agency developmental Adult Basic Education Program combining innovative curriculum design and computer assisted instruction.

## PROJECT COOPERATION (THE MARTIN LUTHER KING, JR., PROJECT)

The Berkeley (California) Unified School District, Berkeley, California

1. To provide jobs for the undereducated and underemployed.
2. To improve basic competencies for continuing employment.
3. To enlist labor unions, community agencies, the public schools, and industry in these efforts.
4. To provide activities necessary for developing participants' social skills.

## NEW CAREERS AND INDUSTRIAL EDUCATION CENTER

The University of the State of New York, New York, New York

1. To demonstrate a new system for bringing the unemployed and unemployables and the partially employed into jobs. The job is the major goal.
2. To demonstrate a partnership between a leading State educational agency and private business.

## AN EXPERIMENT IN TRADE-RELATED ADULT BASIC EDUCATION

Laborers' International Union of North America, Local #423  
in cooperation with Leo Kramer, Inc.

1. To expand knowledge of teaching techniques and methods for stimulating and motivating disadvantaged adults.
2. To train local union leadership in the use of instructional techniques and materials (including audio-visual equipment) relevant to program.
3. To develop and produce materials from the world of work for building reading and computational skills.
4. To mesh the project with ongoing pre-vocational skills program in union.
5. To join with other community resources in upgrading the skills of the hard-core unemployed. To take ABE to the Community and to work with Model Cities, CEP, WIN, The National Alliance of Businessmen, and others.

## COORDINATION OF THE ADULT BASIC EDUCATION COMPONENTS OF FOUR FEDERALLY FUNDED AGENCIES IN THE KANSAS CITY (MISSOURI) METROPOLITAN AREA

The School District of Kansas City, Kansas City, Missouri

1. To combine the resources of the ABE program funded by the Office of Education and the ABE components of the MDTA, CAP, and Work Experience programs for a more concentrated and effective program.
2. Reach the hard-core undereducated who have not been reached by on-going programs, using pertinent techniques of recruitment and location of educational facilities.
3. To collect data on the functions of the different techniques and services used in the project. To analyze the data and to determine which techniques and services -- singly and in combination -- best promote student participation and learning as measured by standardized tests.



#### QUITMAN COUNTY MISSISSIPPI ADULT LITERACY PROGRAM

Mary Holmes Junior College, West Point, Mississippi

1. To identify and select existing adult education materials adapted to the specific needs of the rural Negro community in the deep South and develop new materials.
2. To develop a student-centered curriculum and student developed materials.
3. To identify new strategies for educating the illiterate and semi-illiterate adults.
4. To identify guidelines for the establishment and administration of community-based adult education programs.

#### A DEMONSTRATION, DEVELOPMENTAL, AND RESEARCH PROJECT FOR PROGRAMS MATERIALS, FACILITIES, AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

Morehead State University, Morehead, Kentucky

1. To develop a demonstration and research center within the Appalachian Region to focus increased attention on the unemployed or underemployed, undereducated populus from poverty-ridden families in an area with a predominately rural clientele.
2. To mobilize all resources in the area, such as educational programs administered by the State Department of Education, Community Action Agencies, Regional Educational Laboratories, Vocational Rehabilitation, Economic Security, Public Health Departments, and other agencies serving the same population.

#### THE DESIGN AND DEMONSTRATION OF A LEARNING-CENTER INDUSTRIAL SITE CONCEPT IN ADULT BASIC EDUCATION INCLUDING AN EVALUATION OF THE EFFICACY OF THE SYSTEM IN A RURAL STATE

The University of Arkansas, Fayetteville, Arkansas

1. To work with industry and the community to provide ABE for persons in locations across the State where the growing industries are creating jobs.
2. To develop methods of recruitment, teaching skills, materials, and supporting services that will assist project participants in the transition from rural life in newly industrialized areas.

3. To define and coordinate the roles of the University and the State Department of Education and other community agencies to support the ABE program, particularly in establishing programs for the disadvantaged adult.
4. To provide a base for continuance of the programs initiated by the project after discontinuance of federal funding, drawing on State, industrial, and local service agencies and organizations.

#### EXPERIMENT IN MOTIVATING FUNCTIONAL ILLITERATES TO LEARN

Tuskegee Institute, Tuskegee, Alabama

1. To carry out experimentation and validation of techniques used in teaching rural functional illiterate adults, giving them limited stipends prorated on performance to motivate them.
2. To give meaningful counseling and guidance to the participants and their families, (b) to identify among the participants those who can benefit from further academic or skill training and to make the necessary referrals, and (c) to initiate self-help programs in economic improvement with those involved in the experimental program.

#### INDIVIDUALIZED EDUCATION CENTER FOR MEXICAN-AMERICAN AND PUBLIC AID RECIPIENTS

McMinnville Public School, District No. 40, McMinnville, Oregon

To develop a programmed learning educational center oriented to the needs of the Spanish-surnamed American.

#### A TOTAL SYSTEMS APPROACH ATTACKING THE EDUCATIONAL PROBLEMS OF THE ILLITERATE SPANISH SURNAMED ADULTS

Southwestern Cooperative Educational Laboratory, Inc. (SWCEL)  
Albuquerque, New Mexico

To help the illiterate Spanish surnamed adult

1. To develop English skills.
2. To develop culturally appropriate behavior patterns through TV, films, instructional materials, etc.

#### **A CENTER FOR ADULT BASIC EDUCATION LEARNING (PROJECT CABEL)**

**Fairfax and Arlington Counties, City of Alexandria, Virginia,  
Baileys Cross Roads**

1. To develop a national evaluation center for Adult Basic Education instructional materials. Materials will be collected from State Directors of Adult Basic Education, publishers, testing services, and other Government agencies to be validated with the varied populations of the greater metropolitan area.
2. To develop evaluation models to determine the applicability of specific materials for particular sub-groups within the general population.

#### **DIAGNOSTIC DEVELOPMENT DEMONSTRATION PROJECT IN THE PROCESSES OF EDUCATING ADULT MIGRANTS**

**National Educational Associates for Research and Development, Inc.  
Fort Lauderdale, Florida**

To develop a prototype system to demonstrate how many problems related to educating a group of mobile persons may be overcome at a reasonable cost.

#### **A DEVELOPMENTAL AND DEMONSTRATION PROJECT IN THE USE OF MODERN EDUCATIONAL TECHNOLOGY FOR THE INSTRUCTION OF UNDEREDUCATED ADULTS**

**North Carolina State University, Raleigh, North Carolina**

To identify, develop, and evaluate innovative materials and instructional systems that will accelerate and enhance learning for under educated adults through the use of educational technology, and media.

#### **THE EVALUATING OF GUIDANCE-COUNSELING SERVICES IN THE OFFICE OF EDUCA- TION REGION VII AND THE DEVELOPMENT OF AN EFFECTIVE GUIDANCE COUNSELING PROGRAM FOR ADULT BASIC EDUCATION STUDENTS**

**The University of Texas at Austin**

1. To evaluate current ABE guidance counseling practices and procedures.
2. To develop an educational model for local school districts.
3. To produce a teacher-training and counselor training in-service package.

## APPENDIX D

### LIST OF FEDERAL PROGRAMS SURVEYED WITH ABE COMPONENTS

<u>Name of Program</u>	<u>Administrative Agency</u>
The Cuban Refugee Program	Department of Health, Education, and Welfare
Grants for Community Planning, Services and Training for Older Persons	Department of Health, Education and Welfare
Social Services in Support of Adults with Potential for Self-Support	Department of Health, Education and Welfare
Vocational Rehabilitation	Department of Health, Education and Welfare
Vocational & Technical Education	Department of Health, Education and Welfare
Work Incentive Program	Department of Labor and Department of Health, Education, and Welfare
Concentrated Employment Program	Department of Labor
Manpower Development and Training Act	Department of Labor and Department of Health, Education, and Welfare
Neighborhood Youth Corps	Office of Economic Opportunity
Operation Mainstream	Department of Labor
New Careers	Department of Labor
Job Corps	Office of Economic Opportunity
Programs for Migrant and Seasonal Farm Workers	Office of Economic Opportunity
Education & Vocational Training for Federal Prisoners	Department of Justice
Adult Basic Education Program	Department of Health, Education, and Welfare
Project 100,000	Department of Defense

ERIC Clearinghouse

FEB 1 1971

on Adult Education